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ABSTRACT

This cooperative lesson for students of English as a Second Language (ESL) has students from different cultural and language backgrounds write folk tales from their native cultures and compile them into a book. Each four-member team is constructed based on student variables, including ethnicity, personality, academic ability, language functioning, gender, and preference. Interdependence within a team is facilitated by assigning certain roles to members. For this lesson, the instructional setting and lesson design are described briefly, and procedures for the 6-day exercise are outlined. For each day, the following lesson plan elements are delineated: materials, preparations, introduction and focus, input and evaluation, application(s) and evaluation, refocus when appropriate, and closure. Extension activities are also suggested. Five sample folk tales and sample worksheets for the unit are appended. (MSE)

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ED317047

A LITERATURE-BASED COOPERATIVE LESSON FOR ESL

CABE

February 17, 1989
Anaheim, California

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Carole Cromwell-Hoffman
Linda Sasser

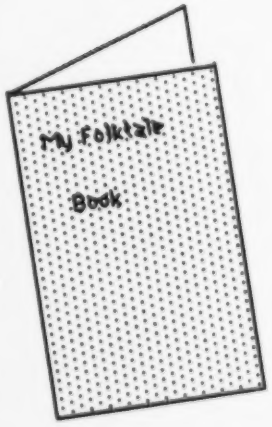
The Gingerbread Boy

The Three Little Pigs

The Billy Goats Gruff

Little Red Riding Hood

Goldilocks and the Three Bears



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Lesson Overview

Background:

Speech emergent students will write folktales from their cultures and compile them into team books. The instruction setting is multilingual, though this lesson has been successfully used in a monolingual classroom. The classroom is set up in four-member teams. Each team is constructed in consideration of the following variables: ethnicity, personality, academic ability, language functioning, gender, and preference. The ideal four-member team looks like this:

Students from different ethnic/linguistic backgrounds
Leaders and followers
1 high achiever, 2 middle achievers, 1 low achiever
2 receptive students, 2 productive students
2 males, 2 females
Students who are neither best friends nor worst enemies

Within each team are dyads and expert groups created to fit the various structures in Cooperative Learning. Dyads are two-member partnerships composed of one person from the leader/high-middle achiever/productive realm of the team and one from the follower/middle-low achiever/receptive realm. Materials are structured to meed the individual needs of the dyad. This formation ensures the positive interdependence critical in Cooperative Learning.

In addition to dyads, expert groups are established to handle different levels of materials and jigsaw learning activities. Team members are assigned to expert groups as follows:

RED: high achievers
BLUE: high-middle achievers
GREEN: low-middle achievers
YELLOW: low achievers

Each team has a red, blue, green, and yellow member. A five-member team can double the member sent to green or yellow. The teacher or aide can cover for absent team members.

Interdependence is facilitated by using assigned roles as follows:

Monitor: Collects and distributes materials
Reader: Reads assignments
Scribe: Writes as required, maintains team folder, keeps points
Evaluator: Evaluates the team process
[Five-member teams]
Praiser: Encourages praise, monitors put downs

Group points are used for certain activities The use of points is left to the teacher's discretion. Students use learning logs to record information, thoughts, opinions, and for prewriting activities such as brainstorming and clustering. Teachers may choose to monitor the logs.

Rationale:

This lesson meets model curriculum standards, is multicultural, and assists in acculturation.

Using the folktale genre meets model curriculum standards for English/Language Arts by integrating literature with second language acquistion. The genre is modeled with folktales from European traditions. However, those produced by students are multicultural and originate in first language traditions. Folktales offer cultural and linguistic schema, assisting in acculturation and providing access to more complex forms of literature.

Needs of LEP Students:

To meet the needs of LEP students it is important to examine methodology, appropriateness of materials, and adherence to language acquistion theory. The methodology is the Natural Approach, structured through Cooperative Learning. The materials are appropriate for speech emergent students. The design of the lesson withstands the rigors of acquisition theory.

Evaluation:

Objective and subjective evaluation is coupled with individual and group evalution. Teacher-made integrative worksheets and tests are interwoven with writing. Individuals are evaluated by the teacher for their own work as well as work within the group. Team members evaluate each other through processing. Teacher monitoring and peer tutoring occur almost constantly in this lesson.

Through Cooperative Learning, the Natural Approach, and folktales, students come away from this lesson with a cooperative product that validates both their prior and current culture and environment.

Instructional Setting

Students: LEP, Multiple Languages
Grade level: 7-12
Type of class: ESL, Speech Emergence
Delivery Mode: English only

Lesson Design

Content: Language Arts
Lesson topic: Folktale
Objectives

- academic: to understand story structure
  to understand story elements
  to identify folktale [genre]
  to write a folktale
- language: to use all four language skills [receptive and productive]
- social: to seek and give information
  to check for understanding
  to state an opinion
  to paraphrase

Time requirements: Six days
Materials/other preparation: See daily plans and bibliography
Key concepts: story sequence (order, beginning, middle, end)
story elements (title, character, plot)
paraphrase
folktale as genre
writing as a process
Key vocabulary: title, list, order, sequence, folktale, beginning, middle, end, problem, what happens, plot, happy ending, who, characters, main idea

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Schaffer, F. (n.d. available) Fairy Tale Sequencing (F675). Palos Verdes, CA: Frank Schaffer Publications, Inc. *

* Frank Schaffer Publications, Inc.
26616 Indian Peak Road
Rancho Palos Verdes, CA 90274

Day 1

Materials: chalkboard; overhead projector; Fairy Tale Sequencing; sample student-made folktale book: envelopes [4 per team]; storyboard for model; transparency; learning logs; evaluations

Preparations: select four stories (e.g. Little Red Riding Hood, The Three Bears, The Three Little Pigs, The Three Billy Goats Gruff); duplicate copies [1 per team]; cut out summary and storyboard for each story and place in color-coded envelopes [all envelopes of same story have same color-code]; prepare model storyboard [enlarged if possible] for demonstration; prepare transparency: title, beginning, middle, end: prepare evaluations [see sample]

Introduction and Focus:

1. Draw a simple rectangle on the chalkboard. Write the word folktale in it.
2. List the dyads around the illustration.
3. Introduce lesson by explaining that the students will be learning about folktales, writing a folktale, and creating a team folktale book.
4. Show sample folktale book(s) and allow time for seeing them.

Input:

1. With an instructional aide or a student volunteer, explain and model "back-to-back" with one of the four selected stories.
    a. get color-coded envelopes
    b. place two chairs back-to-back
    c. teacher and assistant seat themselves back-to-back
    d. open envelopes: stronger reader takes story; the other takes pictures
    e. as teacher reads the story, assistant puts the pictures in sequence, modeling and explaining this to the students.
    f. when story has been read, show students the enlarged completed storyboard; explain that this is what they will do in the dyads
    g. they will read and sequence four stories, one at a time; the envelopes are color coded so they can be gi 'en in order
    h. when dyads have finished first story, they will ask the teacher or instructional aide to check (if correct, they go to the next envelope; if incorrect, they face one another, work it out together, and then go on to the next envelope)
2. Place students in the dyads.
    a. give the best reader the summary
    b. give the partner the pictures
    c. students read and sequence until the majority of the class has finished all four stories
    d. students reform their teams

Evaluation:
Ask the whole class if they liked the activity; students can use learning logs to record why they did or didn't like back-to-back.

Application:
1. Ask the monitor to get one envelope of each color for his/her team.
2. Use the prepared transparency to give instructions for title, beginning, middle, and end.
3. Tell the teams to put their heads together to find the title; the first and last sentences; two important middle sentences.
4. Readers will read the summaries; scribes will, upon direction of the team, write the structures on a piece of paper.
5. While teams are working, the teacher will monitor and individualize instruction by going to each team with a dialogue such as:

T: Carlos, can you tell me the title of this story [pointing to story]?
C: No, teacher, what title?
T: Do you know, Jaime?
J: Name of story, yes?
T: Yes, what is the name of the story?
J: Little Red Riding Hood?
T: Good! That's right! Now, will you make sure you explain title to your team? Tell them the title of the story.

6. Teacher should check with all teams in this way; later, teacher should recheck to make sure that the peer-teaching occurred.

Evaluation:
1. Bring class back together; ask evaluators to stand "up and share".
   a. evaluators go to the team on the left
   b. they read their team's work
   c. the listening teams verify and check for accuracy
   d. evaluators return to home teams
2. Praisers are asked to report the success of their teams to the whole class. For example, "Could the praiser for the Scorpions tell me the beginning of The Three Little Pigs?"

Closure:
Tell the students what will happen the next day [jigsaw]. Ask them if they had heard these stories before, or if they liked these folktales.

Day 2

Materials: stories and envelopes from first day; same four stories in a more difficult format [from The Tall Book of Nursery Tales]; expert group worksheets; learning logs; matching quiz to cover days 2 & 3

Preparations: photocopies of more difficult stories for expert groups [one per team of all four stories]; write the expert worksheets and duplicate sufficient quantities; color-code the materials; write and duplicate the matching quiz [samples in appendix]

Introduction and focus:
1. Teacher reads The Three Bears out loud.
2. Teams listen and then roundtable: 2 minutes to list the title, the beginning, the middle, and the end in the correct sequence.
3. Evaluators "stand up and share" [see Day 1 for explanation].

Input:
1. Jigsaw stories.
2. Each person is assigned to an expert group according to linguistic proficiency. These groups are color-coded: red: high; blue: mid-high; green: mid-low; yellow:low.
3. The Red and Blue expert groups will receive more difficult versions of the previous day's stories. The Green and Yellow groups will receive the stories used the previous day. The following distribution is suggested:

Red - The Three Billy Goats Gruff
Blue - The Three Bears
Green - The Three Little Pigs
Yellow - Little Red Riding Hood

Application:
1. Students reform in expert groups.
2. Teacher distributes expert stories and worksheets.
3. Experts work together to complete worksheets. The teacher should monitor closely and, if necessary, make suggestions for arriving at consensus decisions, etc.
4. Experts return to home teams and take turns retelling their stories. Teacher may wish to assign the order (yellow, green, blue, red) of retelling.

Evaluation:
The teacher gives a quick numbered-heads oral quiz to check on factual comprehension. Points may be awarded to the teams for corrrect answers.

Closure:

1. Students take out learning logs.
2. Teacher dictates or puts the following instructions on the chalkboard; students write the answers.
    a. write down the name of your favorite storyteller on your team
    b. write down the title of his/her story
    c. why did you like this story? choose one answer:
        1. interesting storyteller
        2. funny storyteller
        3. understandable storyteller
3. Teacher monitors the logs.

Day 3

Materials: [see Day 2]

Preparations: [see Day 2]

Introduction and focus:

1. Teacher writes on the chalkboard: In your learning log, list all the people and animals from the story you read yesterday.
2. Ask students to volunteer information from their learning log lists.
3. Map these lists onto the chalkboard.

Input:

The teacher explains and teaches the concept/label: characters.

Application:

1. Students write characters next to the lists in their logs.
2. Students close logs; to reinforce the concept, teams then roundtable the characters from all four stories.
3. Team monitors report the lists; teacher maps onto board.

Input:

The teacher explains and teaches the concept/label: plot.

Application:

1. Students reform in expert groups. Each expert group has a different story from the previous day.
2. The Red and Blue expert groups will receive more difficult versions of the previous day's stories. The Green and Yellow groups will receive the stories used the first day. The following distribution is suggested:

    Red - Little Red Riding Hood

Blue - The Three Little Pigs
Green - The Three Billy Goats Gruff
Yellow - The Three Bears

3. Teacher distributes expert stories and worksheets.
4. Experts work together to complete worksheets. The teacher should monitor closely and, if necessary, make suggestions for arriving at consensus decisions, etc.
5. Experts return to home teams and teach plot and characters from their stories. Teacher may wish to assign the order (yellow, green, blue, red) of retelling.
6. Teammembers take notes for each story they hear:
   a. title
   b. what happened [plot]
   c. characters

Evaluation:
Teacher distributes the quiz. Individual team members receive a grade.

Closure:
Teacher tells class that they have finished these four stories and that tomorrow the class will talk about more folktales. For homework, they should go home and talk to their friends and families; find out if those people know these stories or others.

Day 4

Materials: learning logs; processing form

Preparations: processing form [see sample in appendix]

Introduction and focus:
1. Teacher tells class that in the past three days they have read four stories.
2. Teacher inquires if students asked their friends and families about folktales.
3. Teacher segues discusssion into topic of a favorite story. Discuss briefly to establish meaning of favorite, and the four titles.

Input:
1. Home teams put heads together to arrive at a consensus decision for the favorite story.
2. Monitors report consensus to the teacher; teacher lists favorities stories on chalkboard next to team names.

3. Teacher focuses teams to review the favorite story. Assigned roles will review the following: character, plot, correct plot sequence.

a. Monitor: name the characters
b. Reader: relate the plot
c. Evaluate: check the accuracy

4. Teacher and aide monitor as teams review. At end of review, students, except for the scribes, clear their desks.
5. Scribes take out one piece of paper, then clear their desks.

Application:

1. Teams will roundtable their favorite story.
2. Scribes will begin by writing the title and the first sentence on the piece of paper.
3. Each team member must write one sentence to reconstruct the story as fully as possible and in sequence. [Depending upon literacy levels, the time for this will vary. Since the process of summarizing is being taught, it is important to allow adequate time for discusssion and negotiation. The teacher may want to prepare an extra credit worksheet to keep fast finishers occupied.]

Evaluation:

1. Teacher focuses teams' attention on careful evaluation: monitors are to listen to the "stand up and share", paying careful attention to the order and completeness of the stories they will hear.
2. Team Readers stand up and share the summary with the team on the left.
3. Teacher and aide will monitor.
4. When Readers are again seated, teacher asks each monitor to report his/her opinion to the team. This allows the team input in the opinion.
5. Monitors then report to the whole class.

Refocus:

Teacher draws a large question mark on the board and asks how the four stories are the same.

Input:

1. Class brainstorms the question by calling out similarities.
2. Teacher maps the answers on the board. Teacher may need to ask leading questions to elicit these descriptors: animals which talk, similar sequences, often a magic number [3], outsider who causes a problem [Goldilocks], a happy ending.
3. The class and teacher together arrive at a definition of a folktale. [Since the definition includes a broad category, precision is not necessary.]

Application:
The class definition is written on the board for students to copy into their learning logs.

Evaluation:
Monitors check learning logs for accuracy of copying.

Closure:
The processing form is read aloud; students answer questions for homework.

Day 5

Materials: cassette player; cassette tape; butcher paper; magic markers; masking tape; blank six-frame storyboards
Preparations: select an instrumental piece of music [New Age music works well]; create a blank six-frame storyboard; duplicate a class set

Introduction and focus:
1. Teacher initiates a review discussion of folktale definition.
2. Use a free response to reconstruct the definition on the chalkboard.
3. Teacher tells the students that music and absolute stillness will help them concentrate, to go far back in their memories to look for other folk tales they know.

   a. desks are cleared except for learning logs; students may put their heads down
   b. lights are turned off; students close their eyes
   c. teacher begins tape
   d. as the music begins, the teacher speaks, guiding the imagery: Think far back ... remember when you were a child ... who told you a story like The Three Bears ... or Little Red Riding Hood ... or the Billy Goats Gruff ... or the Three Little Pigs ... maybe it was your grandmother ... your mother or father ... your grandfather ... a friend ... what story did they tell you ... what's the name of that story ... who is in it ... do you see the story ... what's happening in that story ... does it have a happy ending ... Several minutes are necessary and usually sufficient for guided imagery. Slowly talk the students out of their thoughts so they don't lose the pictures in their imagination. When the music stops, don't say one word. Just pick up your pencil and write the name of the story in your learning log.

Input:
Students share with teammates by reading the title of the story they have written in their learning logs.

Application:

1. Monitors get a piece of butcher paper, two short piece of tape, and a marker from the teacher.
2. Teacher gives directions for next activities:
    a. scribes will list team names on the butcher paper
    b. monitors will poll each member to find out the names of all the folktales they know
    c. scribes will list the titles
    d. when these team brainstorms are finished, readers will be asked to read the team list to the whole class
    e. monitors will use tape to post the lists on the wall

Refocus:
1. Teacher asks each team member to think of a folktale he/she knows well.
2. Teacher tells students that they are going to write this story to help the team make a folktale book.
3. Evaluators will list each team member's name and the title of the folktale he/she has chosen to write.
4. Monitors give these lists to the teacher.

Input:
1. Teacher writes the following on the chalkboard: title, characters, beginning, middle, end
2. Teacher tells students to get out a piece of paper and copy the words.

Application:
1. Each student will write the title for his/her story; list the characters; write down one or two sentences for the beginning, middle, and end of his/her folktale.
2. Readers will check each teammate's paper for coherence.

Input:
1. Monitors get blank storyboards from the teacher.
2. Teacher models simple drawing [stick figures] for the storyboards.

Application:
Students begin a storyboard for their folktales.

Closure:
Storyboards should be completed for homework.

Day 6

Materials: transparency of storyboard from Day 1; blank transparency; scissors; pack of index cards; envelopes; colored construction paper; glue

Preparations: select a storyboard for transparency: make transparency: cut blank transparency into about 9 crosswise strips

Introduction and focus:

1. Using the transparency, teacher models writing a folktale summary: one sentence for each frame.
2. Class members dictate the sentences: teacher writes them on the chalkboard.
3. Teacher copies this six sentence summary onto six transparency strips.

Input:

1. Teacher tells students to take out their completed storyboards.
2. Monitors collect a pair of scissors, about 10 index cards, and 4 or five envelopes from the teacher.

Application:

1. Students cut their storyboards into six pieces.
2. Evaluators cut each index card into three lengthwise strips.
3. Students use one index card strip per storyboard frame to write a sentence about the picture [six pictures - six sentences on index card strips].
4. Each student takes an envelope from the monitor and writes on it his/her name and folktale title.
5. Storyboard frames and sentence strips are then put into the envelope.

Refocus:

1. Teacher asks class to review the "back-to-back" activity which was used Day 1.
2. Teacher asks teams to reform in the same dyads as on Day 1.

Input:

1. Partners will do sequencing activity with their envelopes.
2. Partner A will read his six sentences in the correct sequence; partner B will sequence the storyboard frames. The teacher and aide will monitor.
3. If the sequence is incorrect, A will reread the sentences.
4. If the sequence is correct, they will trade roles. Partner B will read and A will sequence.

Evaluation:

1. Teacher asks teams to discuss this question: were there any problems?
2. Evaluators report to the class and teacher.
    a. No problems. Great!
    b. Yes, we had problems. Work them out.
        1. roundtable: each member writes down what the one problem is
        2. reader reads each separate problem aloud

3. teams discuss the problem(s)
4. teams come to a consensus decision on solution(s)
(e.g. Hua will have to read louder; Kim didn't write sentences, Peter left out some important ideas)

c. Team members apply the solution(s) to the problem(s)

Input:

1. Teacher puts six sentences (not sequentially) on transparency strips onto overhead.
2. Teacher asks class for title, then writes it in title style on a blank strip.
3. Class directs teacher to locate title in center top of overhead.
4. Class sequences the sentence strips.
3. Teacher guides discussion toward how more information could be added.
4. Class members dictate insertions; teacher writes these on blank strips and inserts them.
5. Teacher reads expanded story to class and praises their contribution: You really improved this story! It has more details and it's more interesting.

Application:

1. Teacher instructs students to use their storyboard frames and their six-sentence summaries to write their folktales.
2. Students write their folktales.
3. Students color their storyboard frames and mount their favorite on a piece of construction paper. This will become an illustration for the team folktale book.

Evaluation:

Informal evaluation occurs as teacher talks to team members as they are writing.

Closure:

Since it is unlikely that students will finish writing in class, students should take the folktale home to finish for homework.
2. Teacher stresses the importance of the finished product for the team book.
3. Teacher uses observational data gathered during writing process to praise individuals and teams: The Scorpions were really together today. I like the way Jaime and Carlos were working. Kim has a really interesting start to her story. Peter's illustration is fantastic - ask him to show you tomorrow, etc.

Extension Activities

1. Individual writing can be followed by highly structured read-arounds (either team or whole class) to look at content and structure of the folktales. Topics for consensus can be: which is the most exciting, best illustrated, has the most characters, the best dialogue, best use of the past tense, etc.

2. Using read-around input, then folktales can be revised and edited as appropriate to produce a final copy in which students take real pride.

3. As needed, worksheets can be used to support paragraphing skills and the mechanics of capitalization, punctuation, quotation, etc.

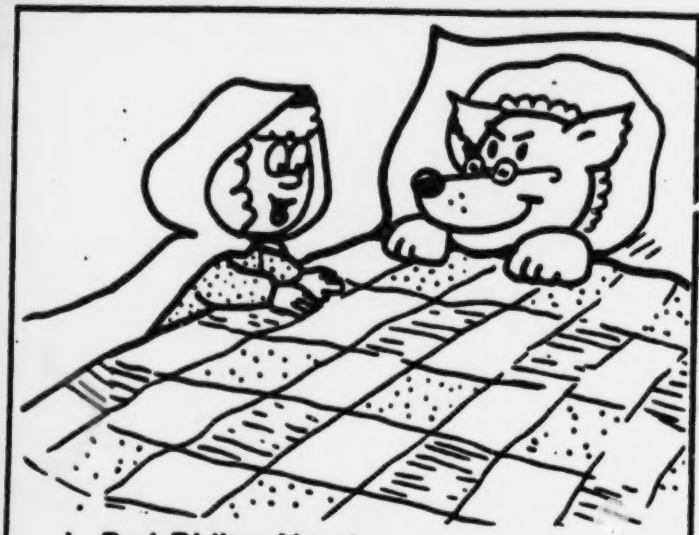
4. The final product should be a folktale book including a folktale and an illustration from every member of the team. The teacher assigns individual team members, by role, the responsibility to create and coordinate front and back covers, a title page, a table of contents, and/or a map to show the origins of the folktales.

5. Final evaluation can be both team and individual.

Biographical Data

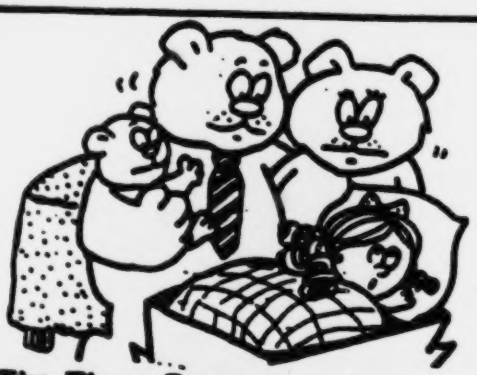
Carole Cromwell-Hoffman teaches ESL and Sheltered Social Science in Ojai and amnesty classes in Ventura County. Mrs. Hoffman has a M.A. in TESOL with her own empahsis in Cooperative Learning. A regular presentor at professional conferences, Ms. Cromwell was the 1988 Director of the English Language Study Tour for the Ojai Valley School. She enjoys time spent with family and friends, good books, creative writing, and travel.

Linda Sasser taught ESL at Alhambra High School and is currently an ESL Instructional Specialist with the Alhambra School District. She has made presentations on cooperative learning in conjunction with ESL instruction, and has published in the CABE newsletter. She is one of several coauthors on a recent publication, Teaching Analytical Writing. In the summer of 1988 she directed the UCLA Writing Project for Teachers of Language Minority Students.

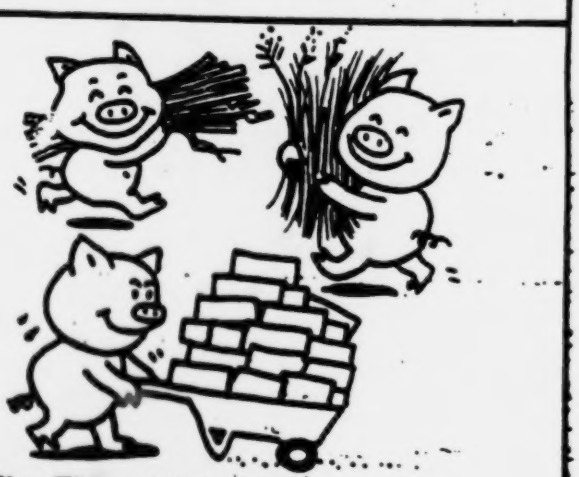


1. Red Riding Hood
Mother gave Red Riding Hood a basket of food for Granny. On her way through the woods, Red met the wolf. He ran ahead to Granny's house and pretended that he was Granny. "What big eyes you have!" said Red. "And what big ears you have!" Red screamed when the wolf tried to eat her. The woodcutter came and frightened the wolf away.

2. Three Billy Goats Gruff
Three goats gazed across the river at the tasty green grass. Little Baby Goat tried to cross the troll's bridge. Up jumped the troll. "Don't eat me," said Baby Goat. "My brother goat is larger." The troll let him pass. Middle Goat came. "Don't eat me," said Middle Goat. "My brother is larger." The troll let him pass. Great Big Goat came. He was much too big for that old troll to eat, so the goats all got to cross and eat the lovely green grass.



3. The Three Bears
Three bears went for a walk while their porridge cooled. Goldilocks came. Finding nobody home, she went in. First she sat on Papa Bear's chair; it was too hard. Mama Bear's chair was too soft. Baby Bear's chair broke all to pieces. Then she tried the porridge. Papa Bear's was too hot! Mama Bear's was too cold. She ate Baby Bear's till it was all gone. Then she tried the beds. Papa Bear's was too hard. Mama Bear's was too soft. Baby Bear's was just right. Then the bears came home. Goldilocks ran home as fast as she could.



4. The Three Little Pigs
The Three Little Pigs set out to build homes of their own. The first little pig threw together a simple house of straw, but soon the wolf came and blew it away. The pig ran to the second pig's house of sticks. Again the wolf came and blew the house down. The pigs ran to the third pig's strong brick house. The wolf could not blow it down. He tried the chimney, but the pigs had a pot of hot water in the fireplace.

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FS-678 Fairy Tale Sequencing

2. Three Billy Goats Gruff

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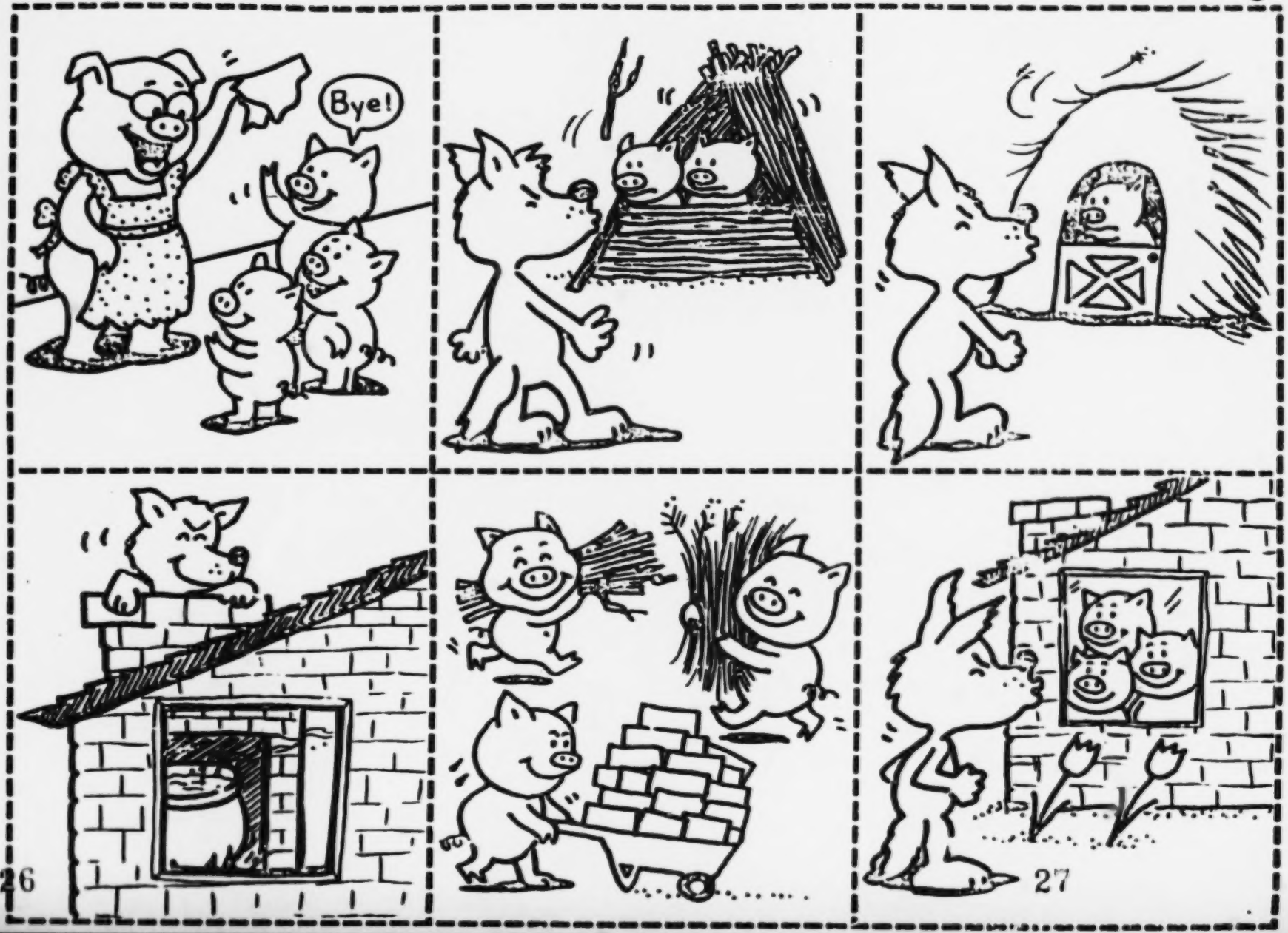

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6. The Gingerbread Man

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11 THE THREE BILLY GOATS GRUFF

Once upon a time there were three Billy Goats named Gruff who lived together on a mountainside. Now on their mountainside there was very little to eat, but just across the way was a beautiful pasture of green grass. On the way to this pasture they had to pass over a bridge, and under the bridge lived a big bad troll.

One day trip-trap, the youngest Billy Goat Gruff started across the bridge.

"Who trips over my bridge?" roared the troll.

"Only Littlest Billy Goat Gruff," said the little goat in a soft voice.

"Aha! I am going to come up and eat you," said the troll.

"Oh, don't eat me," cried the Littlest Gruff. "My bigger brother is coming after me, and he is much bigger than I."

So the troll grumbled and rumbled but he let the Littlest Billy Goat Gruff cross the bridge to the pasture.

Soon TRIP-TRAP, TRIP-TRAP, the second Billy Goat Gruff started across the bridge.

"Who trips over my bridge?" roared the troll.

"ONLY MIDDLE-SIZED BILLY GOAT GRUFF," said the second goat.

"Aha! I am going to come up and eat you," said the troll.

"OH, DON'T EAT ME," cried the Middle-Sized Gruff. "MY BIGGER BROTHER IS COMING AFTER ME, AND HE IS MUCH BIGGER THAN I."

So the troll grumbled and rumbled, but he let the Middle-Sized Billy Goat Gruff cross the bridge to the pasture.

Soon TRIP-TRAP, TRIP-TRAP, the biggest Billy Goat Gruff started across the bridge.

"Who tramps over my bridge?" roared the troll.

"IT IS I, GREAT BIG BILLY GOAT GRUFF," shouted the biggest goat.

"Aha! I am going to come up and eat you," said the troll.

"COME ALONG," cried Great Big Billy Goat Gruff.

So up came the old troll. But the Great Big Billy Goat Gruff put down his head and bounded forward and hurled that troll right off the bridge and he was never seen again.

Then the Great Big Billy Goat Gruff joined his brothers in the pasture. And the grass was so delicious that all three goats grew so fat that they could hardly walk home.

And snip, snap, snout, my story's out.

LITTLE RED RIDING HOOD

nce upon a time, in a cottage at the edge of a deep woods, lived a little girl and her mother. The little girl always wore a little red cape her grandmother had made for her, with a red hood to cover her curls. So the neighbors called her Little Red Ridinghood.

One morning Red Ridinghood's mother put a loaf of crusty brown bread, some spiced meat, and a bottle of red wine into a basket and said to her, "I want you to take these goodies to your grandmother, who is sick. But be sure to go straight along the woods path, and do not stop to play or talk to any strangers."

Little Red Ridinghood promised to be careful. She put on her little cape and hood, took the little basket, and off she started. She loved the walk through the shady green woods where all the flowers and birds and little animals lived. But today she did not stop to play with any of her forest friends. She kept right on the path.

Suddenly from behind a big oak tree a great gray wolf appeared. He was an evil-looking fellow, but he smiled at Little Red Ridinghood, and said politely:

"Good morning, my dear. And where are you going this fine day?"

"My grandmother is sick and I am going to her little cottage in the woods, to take her this basket from my mother. And my mother says I am not to stop to play along the way or speak to strangers."

"Always obey your mother, my dear," said the wolf, eyeing Little Red Ridinghood hungrily. "Now I do not want to delay you, since you have a long way to go, so good day!"

With a little bow the wolf disappeared among the trees, and Red Ridinghood skipped along toward her grandmother's house.

The wicked wolf, meanwhile, had taken a short cut through the woods, and he reached the grandmother's cottage long before Little Red Ridinghood.

"Who is there?" called the grandmother, who was still in bed.

"It is I, Little Red Ridinghood," said the wolf, trying to make his voice sound soft and sweet.

"Come in, my dear," said the grandmother. "Just pull the latchstring."

So the wolf pulled the latchstring and slipped into the grandmother's cottage, and he ate her up in one big bite. Then he put on her nightgown and nightcap and climbed into her bed. He was just pulling the sheet up over his nose when Little Red Ridinghood rapped at the door.

"Who is there?" called the wolf, trying to

make his voice
sweet and quavery.
"It is I, Little Red
Ridinghood," said the
little girl.

"Come in, my dear," said the wolf. "Just pull the latchstring."

So Red Ridinghood went in and put her little basket down on the table.

"Now come closer, my dear," said the wolf.

"Why, Granny, what big ears you have!" cried Little Red Ridinghood, walking closer.

"The better to hear you with, my dear," said the wolf.

"And Granny, what big eyes you have!" cried Little Red Ridinghood.

"The better to see you with, my dear," said the wolf.

"And Granny, what big teeth you have!"

"The better to EAT you with!" snapped the wolf, springing at Little Red Ridinghood. Calling for help, she ran out of the cottage and straight into the arms of a sturdy woodcutter.

He stepped into the cottage, and with one blow of his axe killed the wicked wolf. He cut him open, and out stepped Little Red Ridinghood's grandmother, none the worse for her fright.

She kissed Little Red Ridinghood warmly, and thanked the woodcutter for saving their lives. Then, after they all had a nice lunch from the goodies in Little Red Ridinghood's basket, the woodcutter took the little girl home.

There has never been another wolf seen in that forest, but Little Red Ridinghood takes no chances. She keeps right on the path, does not stop to play along the way, and never speaks to strangers.

THE THREE LITTLE PIGS

Once upon a time there was a mother pig who had three little pigs. As the little pigs grew up, there were more mouths than the mother pig could feed, so she decided to send the young ones out into the world to make their fortunes.

One fine morning the three little pigs started out into the wide world, each along a different road.

The first little pig walked along in the wide world until he met a man with a load of straw.

"Please, Mr. Man," said the first little pig, "give me some straw to build me a little house."

The man gave the first little pig some straw, and he built himself a house.

The first little pig was no more than settled in his straw house when a wicked wolf came along.

"Little pig, little pig, let me in, let me in!" he called.

"Not by the hair of my chinny, chin, chin!" answered the first little pig.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the first little pig wouldn't.

So the wolf huffed
and he puffed
and he blew the house in,
and he ate up the first little pig.

Now the second little pig walked along in the wide world until he met a man with a load of sticks.

"Please, Mr. Man," said the second little pig, "give me some sticks to build me a little house."

The man gave the second little pig some sticks, and he built himself a house.

The second little pig was no more than settled in his house of sticks when along came the wicked wolf.

"Little pig, little pig, let me in, let me in!" he called.

"Not by the hair of my chinny, chin, chin!" answered the second little pig.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the second little pig wouldn't.

So the wolf huffed
and he puffed
and he blew the house in,
and he ate up the second little pig.

Now the third little pig walked along in the wide world until he met a man with a load of bricks.

"Please, Mr. Man," said the third little pig, "give me some bricks to build me a little house."

The man gave the third little pig some bricks, and he built himself a house.

The third little pig was no more than settled in his house of bricks when along came the wolf.

"Little pig, little pig, let me in, let me in!" he called.

"Not by the hair of my chinny, chin, chin!" answered the third little pig.

"If you don't," said the wolf, "I'll huff and I'll puff and I'll blow your house in!"

But the third little pig wouldn't.

So the wolf huffed
and he puffed,
and he puffed
and he huffed,
but he couldn't blow the house in.

Then the wicked wolf slunk off, muttering to himself, "Little pig, little pig, I'll catch you yet!" Soon he was back at the little pig's door.

"Little pig," he called in his friendliest voice, "if you will meet me in Farmer Brown's garden at six o'clock tomorrow morning I will show you where the finest turnips grow."

The next morning the little pig got up at five o'clock and hurried to Farmer Brown's garden. By the time the wolf came at six, the little pig was safe and snug at home again, with his turnips on the stove.

So the wicked wolf slunk off, muttering to himself, "Little pig, little pig, I'll catch you yet." Soon he was back at the little pig's door.

"Little pig," he called in his friendliest voice, "if you will meet me in Farmer Brown's orchard at five o'clock tomorrow morning I will show you where the finest apples are."

The next morning the little pig got up at four o'clock and hurried to Farmer Brown's orchard. But he was still up in an apple tree when he saw the wolf coming, down below.

"Ah, so you have found the apples, little pig," grinned the wolf, thinking he had trapped the little pig at last.

"Yes, won't you try one?" said the little pig, and he threw down a big red apple to the wolf.

But he threw it so hard that it rolled down a big hill and the wolf had to go running after it. While the wolf was running, the little pig scrambled down and ran home with his basket full.

When the wolf found he had been fooled he slunk off, muttering to himself, "Little pig, little pig, I'll catch you yet." Soon he was back at the little pig's door.

"Little pig," he called, still in his friendliest voice, "tomorrow there is a fair in the village. If you will meet me there at three o'clock I will show you the best bargains."

The next day the little pig got to the fair at two o'clock and bought himself a new butter churn. He was just starting home with it when he saw the wolf coming up the road.

The little pig had nowhere else to hide so

he jumped into the churn, and away he went, rolling down the hill toward the wolf.

The wolf was so frightened that he ran as fast as he could go.

The little pig in his churn rolled straight on home.

When the wolf found he had been fooled again he slunk off, muttering worse than ever, "Little pig, little pig, I'll catch you this time." So he climbed up on the little pig's roof and called down the chimney, "Now, little pig, I am coming down to eat you up."

"Oh, are you?" the little pig called back, and he took the lid off a huge pot of water bubbling on the fire, just as the wolf jumped down the chimney.

Down tumbled the wolf right into the boiling water. Then the little pig popped the cover back onto the pot, and that was the end of the wolf.

THE THREE BEARS

In a neat little cottage in the midst of a deep woods there once lived three bears. One was a great big daddy bear. One was a middle-sized mother bear. And one was a wee little baby bear.

One morning Mother Bear made a big batch of porridge for breakfast. She filled a great big bowl for Daddy Bear, a middle-sized bowl for her middle-sized self, and a wee little bowl for Baby Bear.

Then they all went out for a walk in the woods while the porridge was cooling.

That same morning a little girl named Goldilocks had gone for a walk by herself. She had gone much farther than she should have and found herself in the deep woods where she had never been.

All at once she saw through the trees a neat little cottage.

"I wonder who lives there, way off in the woods," she thought.

She knocked on the door, but no one came, so she walked right in. There was no one in the living room, but it looked very comfortable, so Goldilocks decided to sit down to rest.

First she sat in the great big daddy bear chair.

"This is much too hard for me," she said.

Then she sat in the middle-sized mother bear chair.

"This is much too soft for me," she said.

Then she sat in the wee little baby bear chair.

"This is just right," she said.

But as she sat down, it broke all to pieces!

So Goldilocks went on until she found the three bowls of porridge set out to cool. It smelled very good, so she decided to taste it.

First she tasted the porridge in the great big daddy bear bowl.

"This is too hot for me," she said.

Then she tasted the porridge in the middle-sized mother bear bowl.

"This is too cold for me," she said.

Then she tasted the porridge in the wee little baby bear bowl.

"This is just right," she said, and ate it up!

Then Goldilocks went upstairs. There was no one there either, but the beds looked very inviting, so she decided to take a nap.

First she tried the great big daddy bear bed.
"This is too hard for me," she said.

Then she tried the middle-sized mother bear bed.
"This is too soft for me," she said.

Then she tried the wee little baby bear bed.
"This is just right!" she said.

So she curled up and fell asleep.
Soon the three bears came home from their

walk. They could soon see that someone had been in their house.

"SOMEONE'S BEEN SITTING IN MY CHAIR," said the father bear in his great big voice.

"SOMEONE'S BEEN SITTING IN MY CHAIR," said the mother bear in her middle-sized voice.

"Someone's been sitting in my chair," said the baby bear in his wee little voice, "and has broken it all to pieces."

The three bears looked around at the bowls of porridge they had set out to cool.

"SOMEONE'S BEEN TASTING MY PORRIDGE," said the father bear in his great big voice.

"SOMEONE'S BEEN TASTING MY PORRIDGE," said the mother bear in her middle-sized voice.

"Someone's been tasting my porridge," said the baby bear in his wee little voice, "and has eaten it all up."

"SOMEONE'S BEEN SLEEPING IN MY BED," said the father bear in his great big voice.

"SOMEONE'S BEEN SLEEPING IN MY BED," said the mother bear in her middle-sized voice.

"Someone's been sleeping in my bed," said the baby bear in his wee little voice, "and here she is!"

Just then Goldilocks woke up. When she saw the great big father bear and the middle-sized mother bear and the wee little baby bear all standing there looking at her, she sprang out of the wee little bed, and hurried down the stairs and out of the door before the bears could turn around.

Then she ran and ran until she was home. And never again did she wander off into the deep woods alone, and never again did she see the neat little cottage of the three bears.

EVALUATION

Team ___

CIRCLE YES OR NO

1. Did the scribe write for for the team? yes no
2. Did you help your team by stating your ideas? yes no
3. Did you encourage your team? yes no
4. List two ways you helped your team:

5. Did you like working on your team today? yes no

Name ____

EXPERT WORKSHEET

Team____

Name_____

1. Write a new title for this story:_____
2. Using your own words, write the story in only six sentences:

EXPERT WORKSHEET

Team ____

Name _____

1. Write a new title for this story: _____
2. Copy the beginning, the middle and the end sentences of the story:

3. Write each sentence in your own words:

EXPERT WORKSHEET

Team ____

Name_____

1. What is the title?

_____

2. List the characters:

3. What is the plot of this folktale?

MATCHING QUIZ

Team ____

Name_____

1. 3 pigs	A. troll
2. title	B. what happens
3. R R Hood	C. a story
4. plot	D. brick house
5. Goldilocks	E. everything is ok again
6. characters	F. animals or people
7. Billy Goats	G. grandmother
8. folktale	H. first to last order
9. happy ending	I. the name of a story
10. sequence	J. three bears

GROUP PROCESSING

Team ____

Name____

1. The favorite story of our team is: _____
2. My own favorite story is: _____
3. Circle your answer: it was easy /hard for my team to agree.
4. This is what I learned this week:

SAMPLE WORKSHEETS FOR THE FOLKTALE UNIT